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ABSTRACT

This report presents results of special analyses of data on seven of the nine Even Start programs administered by tribes or tribal organizations in 1994-95. The tribal Even Start program is a set-aside component of the U.S. Department of Education's Even Start Family Literacy Program. Even Start combines adult literacy, early childhood education, and parenting education services for eligible parents and their children from birth to age 7. In 1994-95, special analyses were conducted on tribal projects as part of a national Even Start evaluation. Section 1 of the report presents a brief overview of Even Start, national evaluation components, data collection forms used, and scope of data collected from all Even Start projects and from the tribal projects. Section 2 details characteristics of seven tribal projects: number of families served, fiscally responsible agency, rural-urban location, availability of comparable services from other sources, project funding, staff and staff qualifications, in-service training, barriers to program implementation, need for technical assistance, family recruitment strategies, intensity of service delivery, adult and parenting education activities, integration of services, collaboration with other agencies, and need for family support services. Section 3 outlines family characteristics: ethnic background, family structure and size, parent education and employment, family economic characteristics, and services families receive from other agencies. Section 4 outlines program outcomes: home visits, extent and hours of participation in various activities, support services provided, special-needs children served, retention patterns, and parents' education and employment status at year end. Includes 44 data tables. (SV)

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ED 415 085

EVEN START INFORMATION SYSTEM

SPECIAL ANALYSIS OF TRIBAL EVEN START PROJECTS DATA

1997

Prepared by:

Fumiyo Tao
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Fu Associates, Ltd.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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SPECIAL ANALYSIS OF TRIBAL EVEN START PROJECTS DATA

Abstract

Special Analysis of Tribal Even Start Projects Data provides a descriptive analysis of the tribal Even Start Family Literacy Program and of the children and families served by these programs in 1994-95. It was produced by Fu Associates, Ltd., under contract to the U.S. Department of Education's Planning and Evaluation Service (PES).

Authorized under Section 1202(a)(1)(C) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, the tribal Even Start Program in 1994-95 consisted of nine grants to federally recognized Indian tribes or tribal organizations, seven of which are included in this report. These grants were to provide family-centered education projects to Indian tribes and tribal organizations to help parents become full partners in the education of their children, to assist children in reaching their full potential as learners, and to provide literacy training to their parents.

Contents

Page

SECTION ONE — INTRODUCTION 1

Even Start Family Literacy Program 1
Even Start Program Evaluation 3
Even Start Information System (ESIS) and the Universe Study 4
Sample Study 4
Site Visits to Migrant Education Even Start Projects and Tribal Even Start Projects 4
Scope of the 1994-95 Evaluation 5
Special Analyses of Tribal Even Start Projects' Data 5
Organization of the Report 6

SECTION TWO — CHARACTERISTICS OF TRIBAL EVEN START PROJECTS 7

Number of Families Served 7
Fiscally Responsible Agency 8
Type of Community 8
Availability of Non-Even Start Adult and Early Childhood Educational Services 9
Project Funding 10
Project Staffing 11
Education and Relevant Work Experiences of Staff 13
In-service Training 14
Barriers to Program Implementation 16
Need for Technical Assistance 17
Recruitment Strategies 19
Intensity of Educational Services 20
Parenting Education Activities 23
Contents of Adult Education Activities 25
Integration of Services 27
Collaboration with Other Agencies 28
Support Services that Families in the Tribal Even Start Projects Need 29

SECTION THREE CHARACTERISTICS OF FAMILIES IN TRIBAL EVEN START PROJECTS 31

Ethnic Backgrounds of Parents and Children 32
Family Structure and Size 33
Parents' Education Backgrounds 34
Parents' Employment Status at Intake 35
Family Economic Characteristics 36
Non-Even Start Services Families Received 37

SECTION FOUR PARTICIPATION OUTCOMES OF FAMILIES ATTENDING THE TRIBAL EVEN START PROJECTS 39

Home Visits Made to Families 40
Extent of Participation in Adult Education and Parenting Education 40
Hours of Participation in Adult and Parenting Education 41
Extent of Participation in Early Childhood Education 42
Support Services Parents and Children Received 44
Number of Children with Special Needs 45
Patterns of Retention 46
Parents' Education Status at Year End 48
Parents' Employment Status at Year End 49

List of Exhibits

		Page
Exhibit 1.1	Number of Projects That Submitted 1994-95 Even Start National Evaluation Data	5
Exhibit 1.2	Number of Records Received From Seven Tribal Even Start Projects	6
Exhibit 2.1	Agency Fiscally Responsible for Tribal Even Start Projects	8
Exhibit 2.2	Type of Community in Which the Projects Operate	8
Exhibit 2.3	Number of Projects Reporting Availability of Non-Even Start Educational Services in Their Communities	9
Exhibit 2.4	Levels of Funding for Tribal Even Start Projects	10
Exhibit 2.5	Number of Even Start Paid Staff and Their Assignments	11
Exhibit 2.6	Number of Even Start Paid Instructors and Volunteers, by Instructional Area	12
Exhibit 2.7	Academic Degrees and Years of Experience of Instructors in Tribal Even Start Projects	13
Exhibit 2.8	Number of Projects Providing In-service Training, by Topics	15
Exhibit 2.9	Average Rating of Barriers to Program Implementation	16
Exhibit 2.10	Number of Projects Reporting, by Areas in Need of Technical Assistance	17
Exhibit 2.11	Number of Projects Using Special Recruitment Strategies	19
Exhibit 2.12	Average Scheduled Contact Hours Offered by Tribal Even Start Projects, by Education Area	21
Exhibit 2.13	Hours Per Month a "Typical Family" Spends in Parent-Child Activities, by Setting	22
Exhibit 2.14	Average Hours Per Month that Adult Education is Combined with Parenting Education	22
Exhibit 2.15	Number of Tribal Projects Providing Various Types of Parenting Education Activities	23
Exhibit 2.16	Number of Projects Offering Various Parent-Child Activities	24
Exhibit 2.17	Characteristics of Adult Basic Education Services (Number of Tribal Projects)	25
Exhibit 2.18	Number of Tribal Projects That Provide Preparatory Activities Before Initiating Adult and Parenting Education	26
Exhibit 2.19	Level of Integration of Even Start Core Services	27
Exhibit 2.20	Number of Tribal Projects Using Even Start and Collaborating Agency Staff in Core Educational Services	28
Exhibit 2.21	Number of Projects, by Families' Need for Support Services	29
Exhibit 3.1	Ethnic Backgrounds of Families in Tribal Even Start Projects	32
Exhibit 3.2	Percent (Number) of Families, by Family Structure	33
Exhibit 3.3	Average Family Size	33

Exhibit 3.4	Percent (Number) of Parents, by Education Background	34
Exhibit 3.5	Percent (Number) of Parents, by Where They Received Formal Education	34
Exhibit 3.6	Percent (Number) of Parents, by Type of Employment	35
Exhibit 3.7	Percent (Number) of Parents Who Were Not Employed, by Employment Plans	35
Exhibit 3.8	Percent (Number) of Families Enrolling in Tribal Even Start Projects, by Annual Income	36
Exhibit 3.9	Percent (Number) of Families in Tribal Even Start Projects, by Primary Income Source	36
Exhibit 3.10	Social or Educational Services That Parents Received: Percent (Number) of Parents	37
Exhibit 3.11	Percent of Children Participating in Non-Even Start Education Programs Before and at Time of Enrolling in Even Start	38
Exhibit 4.1	Percent (Number) of Parents in Tribal Even Start Projects Who Participated in the Core Even Start Services	40
Exhibit 4.2	Average Hours of Participation in Adult and Parenting Education: Parents in Tribal Even Start Projects and All Even Start Parents	41
Exhibit 4.3	Percent (Number) of Children in Tribal Even Start Projects Participating in Early Childhood Education Programs	42
Exhibit 4.4	Percent of Children, by Months of Participation in Early Childhood Education	43
Exhibit 4.5	Percent of Parents and Children Receiving Support Services	44
Exhibit 4.6	Number and Percent of Children with Special Needs, by Type of Needs	45
Exhibit 4.7	Percent (Number) of Families in Tribal Even Start Projects Continuing Participation at Year End	46
Exhibit 4.8	Percent (Number) of Families Who Terminated from Tribal Even Start Projects, by Reason for Termination	47
Exhibit 4.9	Percent (Number) of Parents in Tribal Even Start Projects, by Educational Status at the End of the Year	48
Exhibit 4.10	Percent (Number) of Parents in Tribal Even Start Projects, by Employment Status at the End of the Year	49

Section One

Introduction

This report presents the results of special analyses of data collected for the 1994-95 national evaluation of the Even Start Family Literacy Program. The special analyses were conducted at the request of the U.S. Department of Education, and focused on the data collected from the tribal Even Start projects that received grants from a set-aside for federally recognized Indian tribes and tribal organizations.[1]

Section One presents a brief overview of the Even Start Program, the components of the national evaluation, the data collection forms used, and the scope of data collected for the 1994-95 evaluation from all Even Start projects and specifically from the tribal Even Start projects.

Even Start Family Literacy Program

The Even Start Family Literacy Program is a national literacy program that addresses the basic education needs of the family as a unit. The program builds upon three interrelated approaches. One approach is to provide opportunities for parents to participate in adult education and literacy programs. The second is to provide early childhood education for their children, and the third is to assist parents to take an active and effective role in promoting their children's development.
The Even Start Program was initiated by the Elementary and Secondary Education Act of 1965 (ESEA), Part B of Chapter 1 of Title I, as amended by the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988. The Even Start legislation was amended in July 1991 when Congress passed the National Literacy Act (P.L. 102-73). In 1994, the Even Start program was reauthorized by the Improving America's Schools Act (P.L. 103-382, as Part B of Title I of the ESEA).[2] The Even Start law also was amended in 1996 by the Omnibus Consolidated Rescissions and Appropriations Act of 1996 (P.L. 104-134.) According to the 1994 legislation, the Even Start program is intended to:

> "...help break the cycle of poverty and illiteracy by improving the educational opportunities of the Nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified

[1] Throughout this report the term "tribal" will be used in reference to these projects in conformance with the legislative language that authorizes the set-aside Even Start funds for Indian tribes and tribal organizations. The term "American Indian" will be used in reference to the ethnicity of families belonging to the tribes. However, it should be noted that about three-quarters of families enrolled in the tribal Even Start projects are American Indians, the rest being mostly Caucasian, African American, and Hispanic families.

[2] This report refers throughout to the reauthorized law. Projects were not required to implement changes made by that law, however, until program year 1995-96.

> family literacy program....The program shall— (1) be implemented through cooperative projects that build on existing community resources to create a new range of services; (2) promote achievement of the National Education Goals; and (3) assist children and adults from low-income families to achieve to challenging State content standards and challenging State student performance standards." (P.L. 103-382, Sec. 1201).

To be eligible for Even Start under the reauthorized law, a family must have (a) a parent who is eligible for adult education programs under the Adult Education Act, or who is within the state's compulsory school attendance age range, and (b) have a child less than eight years of age.

The services to be provided to children and their parents can be grouped into three areas: (1) core educational services; (2) support services; and (3) special one-time events such as field trips. The three "core" services outlined in the Even Start legislation, as amended in the 1996 legislation, consist of the following components:

- **Adult education:** high quality, intensive instructional programs for adults to promote adult literacy [including adult basic education (ABE), adult secondary education (ASE), English-as-a-second language (ESL), and preparation for the General Education Development (GED) certificate].

- **Parenting education:** high quality, intensive instructional programs to help parents support the educational growth of their children.

- **Early childhood education services:** developmentally appropriate educational services for children and programs to prepare them for success in regular school programs.

Even Start projects are required to provide core services to parents and children jointly and to provide home-based educational services. In addition to core services, Even Start projects typically provide a range of "support" services, some of which are designed to facilitate the provision of core services. Examples of support services are transportation, child care, health care, meals, nutrition assistance, mental health referral, referrals for employment, advocacy assistance with governmental agencies, counseling, child protective services, referrals for screening or treatment for chemical dependency, referrals for services to battered women, special care for a disabled family member, and translators. The Even Start legislation requires that all core services and support services be obtained from existing providers whenever possible to ensure that Even Start projects avoid duplication of services.

Even Start is "family-focused" rather than parent- or child-focused. That is, Even Start projects must provide participating families with an integrated program of early childhood education, adult literacy or basic skills training, and parenting education. The theory is that these components build on each other and, therefore, families need to receive all three services, not just one or two, in order to effect lasting change and improve children's school success.

To achieve its goals, Even Start began as a program administered by the U.S. Department of Education (ED) that provided school districts, in collaboration with community-based organizations, with four-year discretionary grants for family literacy projects. The first demonstration grants,

totaling $14.5 million, were awarded to 76 projects in fiscal year 1989. The year 1992 marked an important milestone in the history of Even Start. In that year, more than 100 new projects were initiated and the Even Start appropriation rose to $70,000,000. According to the Even Start statute, when program funding reached $50 million, it was to be administered at the state level. Thus, in 1992, the program administration, for the most part, was assumed by the states. In 1993 and 1994, states awarded approximately 80 new grants each year, raising the total count to nearly 450 in 1993 and more than 500 in 1994. During the remaining period of this evaluation, the number of projects is expected to stabilize at approximately 550 each year.

Except for programs funded under the 5 percent set aside, Even Start projects are state-administered. Each state receives a percentage of the total funding based on its share of allocations under Title I of the ESEA. States hold subgrant competitions and make subgrant awards. However, the special set-aside programs for Indian tribes and tribal organizations, migratory workers, and insular areas remain under direct federal administration. These projects are funded and administered directly by the U.S. Department of Education. In 1994-95, there were nine tribal Even Start projects.

Even Start Program Evaluation

Section 1209 of the Even Start legislation requires an independent national evaluation of the projects funded under Even Start. The goal of this evaluation is:

(1) to determine the performance and effectiveness of [Even Start] programs ... and

(2) to identify effective Even Start programs ... that can be duplicated and used in providing technical assistance to federal, state, and local programs.

In January 1990, the U.S. Department of Education awarded the first contract for a national evaluation of the Even Start program. The evaluation, which was completed in April 1994, was based on the National Evaluation Information System (NEIS) compiled from all Even Start projects and an In-Depth Study of ten projects.

In March 1994, the Department of Education awarded the second national evaluation contract to Fu Associates, Ltd., with a subcontract to Abt Associates Inc. This four-year study continues to monitor the implementation and effectiveness of the Even Start Program. The second national evaluation consists of four components:

(1) Even Start Information System (ESIS) to collect data from all projects;
(2) The Sample Study to collect data from 57 selected projects;
(3) Site visits to three Migrant Education Even Start projects; and
(4) Site visits to three tribal Even Start projects.

Even Start Information System (ESIS) and the Universe Study

The ESIS is designed to collect a common set of data from all Even Start projects. The purpose of the ESIS is to provide ongoing descriptive information about the Even Start program. Each Even Start grantee or subgrantee is responsible for completing the following four ESIS data collection forms:

Form A: Preliminary Project Information. This form collects information on the community context for the project and provides the evaluation contractor with contact person names and addresses.

Form B: Project Description. This form collects data on the project budget, program design, recruitment strategies, family education services, family support services, staffing, implementation barriers, technical assistance needs, and local evaluation.

Form C: Participant Characteristics at Intake. This form collects information on the socioeconomic status of the participating families and the demographic characteristics and education background of each program eligible parent and participating child.

Form D: Participation in Services. This form identifies the educational and non-educational services in which each adult and child participated during each program year.

Sample Study

The purpose of the Sample Study is to provide data on the entry status and outcome gains for families participating in Even Start. Information about program outcomes for children and parents, as well as detailed participation data, are being collected from a sample of 57 projects. This group will collect the Sample Study data for two or three years. The 57 projects were randomly selected to represent urban and rural areas in all regions of the country.

Site Visits to Migrant Education Even Start Projects and Tribal Even Start Projects

The current evaluation includes site visits to three Migrant Education Even Start projects and three tribal Even Start projects. The visits focus on the special features of these Even Start projects and on the appropriateness of the ESIS for collecting data from these sites. Information gathered from the site visits are summarized in two reports to be published separately.[3]

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[3] There are great variations among Even Start projects in program and participant characteristics and their participation patterns. The case studies of three tribal projects highlighted this diversity which was also found in the special analyses of ESIS data from seven tribal projects. Due in part to these variations and the small numbers of projects examined, some findings reported in the case study report (*Report on Even Start Projects for Indian Tribes and Tribal Organizations*, February 1997) differ from the outcomes of special analyses contained in this report.

Scope of the 1994-95 Evaluation

A total of 513 Even Start projects operated in 1994-95. Of these, 93 percent (476 projects) returned evaluation data by the final due date.[4] These 476 projects represented all three types of grantees as shown in Exhibit 1.1.

Exhibit 1.1

Number of Projects That Submitted 1994-95 Even Start National Evaluation Data

Type of Project	Number (and Percent) of Projects Reporting	Number of Projects Operating in 1994-95
State-administered Even Start Projects	458 (93%)	490
Migrant Education Even Start Projects	11 (79%)	14
Tribal Even Start Projects	7 (78%)	9
Total	**476 (93%)**	**513**

Special Analyses of Tribal Even Start Projects' Data

The special analyses presented in this report were based on data collected from the seven tribal Even Start projects that submitted evaluation data. These projects represent a very small portion of the entire Even Start community. The analyses of project-level data were based on an extremely small number of records. Because the data from all tribal projects are not available, readers should use caution in generalizing descriptive analysis results (e.g., averages) presented in this report to all tribal Even Start projects. Lastly, we need to note that the data submitted by these projects had missing data to varying degrees, in some cases as much as the entire data collection forms.

[4] The final response rate was achieved based on intensive follow-up efforts using postcards and numerous telephone requests to all non-responding projects by the national evaluation contractors.

Exhibit 1.2 provides a breakdown of data we received from the seven tribal projects.

Exhibit 1.2

Number of Records Received From Seven Tribal Even Start Projects

ESIS Forms	Number of Records
Form A: Preliminary project information	7 Projects
Form B: Project description	7 Projects
Form C-Family: Family characteristics at intake	242 Families
Form C-Adult: Parent characteristics at intake	267 Parents
Form C-Child: Child characteristics at intake	414 Children
Form D-Family: Family participation outcomes	211 Families
Form D-Adult: Parent participation outcomes	217 Parents
Form D-Child: Child participation outcomes	345 Children

Note: 7 out of the 9 tribal Even Start projects submitted data.

Organization of the Report

Section Two: Characteristics of Tribal Even Start Projects presents descriptions of tribal projects, including information on funding, educational and support services provided, staffing, in-service training, barriers to program implementation, and areas needing technical assistance.

Section Three: Characteristics of Families in Tribal Even Start Projects describes the demographic backgrounds of families, parents, and children participating in the seven tribal projects.

Section Four: Participation Outcomes of Families in Tribal Even Start Projects presents the extent of participation in educational activities by these families and the rates of retention and program completion.

The format of this report is to present analysis results in tables. Each table is accompanied by a brief narrative to facilitate the readers' interpretation of the results.

Section Two

Characteristics of Tribal Even Start Projects

This section presents information about tribal Even Start projects. The first part of this section pertains to the administrative characteristics of projects. Topics analyzed include:

- Number of families served
- Fiscally responsible agency
- Type of community
- Accessibility of non-Even Start adult and early childhood services
- Project funding
- Project staffing
- Educational and relevant work experiences of staff
- In-service training
- Barriers to program implementation
- Need for technical assistance

The second part of this section describes the services projects offer to families. Topics analyzed include:

- Recruitment strategies
- Intensity of educational services
- Parenting education activities
- Contents of adult education activities
- Integration of services
- Collaboration with other agencies
- Support services that families need

Number of Families Served

Across the seven tribal projects reporting data, the average number of families they anticipated serving in the 1994-95 program year was about 34 families. The number of families ranged from 20 to 60 with a standard deviation of 15. This average is substantially smaller than the national Even Start average of 62 families per project.

Fiscally Responsible Agency

The national evaluation form asks Even Start projects to indicate either (a) a local education agency or (b) a community-based or other non-profit organization as the co-sponsoring agency that bears the fiscal responsibility. Given these two choices, two out of the six tribal projects responding to this item reported that a local education agency has the fiscal responsibility for their programs; four tribal projects cited a community-based or another non-profit organization (Exhibit 2.1).

Exhibit 2.1

Agency Fiscally Responsible for Tribal Even Start Projects

	Number of Projects
Local education agency	2
Community-based or other non-profit organization	4

Type of Community

Five of the seven reporting projects operated in rural areas. Only one project was in an urban area, and one project served a mix of urban and rural communities (Exhibit 2.2).

Exhibit 2.2

Type of Community in which the Projects Operate

	Number of Projects
Entire metropolitan area (Urban)	1
Metropolitan and non-metropolitan combined (Mixed)	1
Non-metropolitan area (Rural)	5

Availability of Non-Even Start Adult and Early Childhood Educational Services

As shown in Exhibit 2.3, most of the tribal projects reported that, aside from Even Start services, similar services for adult secondary education and early childhood education for children aged 3-4 are available in their communities to low-income families. Also, 4 of the 7 projects reported that non-Even Start services are available for adult basic education, education for 5-year old children, and parenting education. However, without Even Start, early childhood education for infants and toddlers and family literacy programs are not available in many of these communities. (Note, availability of similar programs in the community does not necessarily mean that Even Start projects build on all existing services.)

Exhibit 2.3

Number of Projects Reporting Availability of Non-Even Start Educational Services in Their Communities

	Number of Projects
Adult basic education (grades 0-8)	4
Adult secondary education/GED preparation (grades 9-12)	6
English as a second language (ESL)	1
Parenting education	4
Early childhood education for children aged 0-2	2
Early childhood education for children aged 3-4	6
Early childhood education for children at age 5	4
Other family literacy programs	2

Note: The numbers are based on the seven tribal projects.

Project Funding

As shown in Exhibit 2.4, the average federal funding for the seven tribal Even Start projects for the 1994-95 program year was $144,831. This amount was $28,755 per project less than the national Even Start average.

The average amount of local contribution for tribal Even Start projects was $52,068, which was $35,093 less than the national Even Start average.

The total resources, federal funding and local contributions combined, was $196,899 per project, which was $67,077 less than the national Even Start average.

The seven projects that reported the funding data served a total of 238 families in 1994-95. Based on this number of families served, the average federal Even Start cost per family per year was $4,260, and the average total cost (federal and local shares) per family per year was $5,791. These averages were higher than the national Even Start averages of $2,735 and $4,069 for federal and total funds, respectively.

Exhibit 2.4

Levels of Funding for Tribal Even Start Projects

	1994-95 Even Start Grant	1994-95 Local Contributions	1994-95 Total Resources
Average per project	$144,831	$ 52,068	$196,899
Total projects reporting	7	7	7

Project Staffing

On average, a tribal Even Start project was staffed with approximately 7 individuals who were paid by Even Start funds: 1 administrator; 2-3 instructors; no aides (except for one project that had one aide); 1 family specialist; 1 support service provider (e.g., a social worker or child care provider); and 1 evaluator (Exhibit 2.5).

Exhibit 2.5

Number of Even Start Paid Staff and Their Assignments

Staff	Average Across 7 Projects	Range
Administrator	1.0	0-2
Instructor	2.4	0-4
Aide	0.1	0-1
Family specialists	1.1	0-4
Support service providers	0.7	0-2
Evaluators	0.9	0-1
Others	0.4	0-1
Total	6.7	5-9

Note: This table includes only the staff who were paid totally or partially with Even Start funds. The numbers do not include staff who were paid solely with local matching or collaborating agency funds. If staff had several roles, they were counted once under their primary assignment.

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On average, the seven tribal Even Start projects used one instructor in each of the three core educational service areas (adult, parenting, and early childhood education) (Exhibit 2.6). These projects had an average of four volunteers who mostly assisted in activities associated with early childhood education.

Exhibit 2.6

Number of Even Start Paid Instructors and Volunteers, by Instructional Area

Instructional Area	Instructors		Volunteers	
	Average	Range	Average	Range
Adult Education	1.0	0-2	0.6	0-2
Parenting Education	1.0	0-2	0.3	0-2
Early Childhood Education	1.3	0-3	3.3	0-20
Total	2.4	0-4	4.1	0-24

Note: The total is less than the sum of staff in three instructional areas because instructors and volunteers could be counted in all areas they teach, but only once in the total.

Education and Relevant Work Experiences of Staff

Across the seven tribal projects, the majority of instructors paid by Even Start had earned at least a bachelor's degree; 38 percent had a bachelor's degree, and 19 percent had a master's degree (Exhibit 2.7). Another 19 percent of instructors had an associate degree, and 24 percent had a high school diploma or GED certificate as their highest level of education. In addition to their academic degrees, 67 percent of instructors had earned their Child Development Associates' certificate (CDA) or some other certification pertinent to the area they taught in Even Start.

A large majority (68 percent) of the Even Start paid instructors at these projects had more than 10 years relevant work experience, which is substantially greater than the percentage for all Even Start projects (28 percent).

Only one of the seven projects reported information for teacher aides. The three aides in this project all had associates' degree and 1-5 years of relevant work experience.

Exhibit 2.7

Academic Degrees and Years of Experience of Instructors in Tribal Even Start Projects

Highest Level of Education Completed	Percent of Instructors
Did not complete HS diploma or GED	0%
High school diploma or GED	24%
AA	19%
BA/BS	38%
MA/MS/MEd	19%
PhD/EdD	0%
Special certification or endorsements (including CDA) relevant to Even Start instruction	67%
Years of Experience	
< 1 year	0%
1-5 years	21%
6-10 years	11%
More than 10 years	68%

Note: The total number of instructors used to calculate the education percentage was 21, and the number used to calculate the work experience percentage was 19.

In-service Training

Exhibit 2.8 shows the number of projects that provided in-service training on a range of topics to no staff, some staff, and most staff. The following topics were taught by five of the seven projects to most of their staff: planning or program improvement; child rearing, child development (in the parenting and early childhood education components); and relating instruction to ethnic/cultural backgrounds of participating families.

Exhibit 2.8

Number of Projects Providing In-service Training, by Topics

Training Topic	Staff Trained		
	No Staff	Some Staff	Most Staff
Program Coordination			
Planning or program improvement	0	2	5
Conducting home visits	0	3	4
Team building	1	2	4
First Aid, CPR, or other emergency procedures	1	2	4
Interagency collaboration	0	4	3
Local program evaluation	0	5	2
Recruitment	2	3	2
Retention strategies	2	4	1
National program evaluation	2	4	1
Visiting other programs	2	4	1
Adult Education			
Reading, writing, math, social studies	1	2	4
Assessment	0	4	3
Vocational/occupational	1	4	2
ESL	7	0	0
Parenting Education			
Child rearing, child development	1	1	5
Parent's role as a teacher	0	3	4
Life skills	0	3	4
Parent and child activities	2	2	3
Early Childhood Education			
Child development	0	2	5
Classroom or behavior management	1	3	3
Assessment	0	5	2
School readiness	1	4	2
ESL	7	0	0
Family Characteristics			
Relating instruction to ethnic/cultural backgrounds	0	1	6
Dealing with family or personal problems	0	3	4
Assessing family educational needs	0	5	2
Adapting instruction for learners with special needs	1	4	2

Barriers to Program Implementation

Projects were presented with a list of potential barriers to program implementation and asked to rate each barrier from 1 to 5, where 1 is no problem and 5 is major problem. In general, the average ratings indicate that the seven tribal Even Start projects do not face many serious barriers in implementing their services. Only three issues were rated as being more than "somewhat" problematic: improving retention or motivation of participants; improving attendance; and finding quality child care (Exhibit 2.9).

Exhibit 2.9

Average Rating of Barriers to Program Implementation

	Mean
Improving retention or motivation of participants	3.29
Improving attendance	3.29
Finding quality child care	3.00
Recruiting families most in need	2.86
Arranging or providing adequate transportation	2.86
Recruiting eligible families	2.57
Understanding or meeting national evaluation requirements	2.57
Obtaining sufficient financial resources	2.43
Obtaining adequate facilities, space, or equipment	2.43
Meeting local evaluation requirements	2.14
Understanding or working within the federal regulations	2.14
Coordinating with other agencies	2.00
Hiring and retaining qualified staff	1.86
Meeting social service needs of families	1.86
Working within the confines of the local model	1.86
Finding adult education, parenting education, or early childhood services locally	1.57
Understanding or working within state guidelines	1.17

Note: The means are based on 7 responding tribal projects, with the exception of "Understanding or working within state guidelines" where only 6 had responded.

Need for Technical Assistance

Projects were presented with a list of issues for which they may need technical assistance and asked to rate each issue from 1 to 3, where "1 = no need" and "3 = great need" for assistance (Exhibit 2.10). Of the seven projects reporting, six projects expressed at least some need for technical assistance in the following areas: interagency collaboration; staff development; funding; improving retention; sharing information; identifying effective practices; applying for effectiveness validation by the National Center for Family Literacy (NCFL) and the U.S. Department of Education's Program Effectiveness Panel; and complying with the national evaluation requirements.

Exhibit 2.10

Number of Projects Reporting, by Areas in Need of Technical Assistance

	No Need	Some Need	Great Need
Program Operations			
Increasing participant involvement or retention	2	2	3
Interagency collaboration	1	4	2
Staff development	1	4	2
Funding or fiscal issues	1	5	1
Recruiting families	4	2	1
Program administration	3	4	0
Educational Services			
Improving retention	1	2	4
Sharing information with other projects	1	5	1
Integrating program components	2	4	1
Approaches to adult education	3	3	1
Using computers	3	3	1
Identifying effective practices	1	6	0
Selecting or implementing curriculum materials	2	5	0
Approaches to early childhood education	2	5	0
Making home visits	2	5	0
Approaches to parenting education	3	4	0

Exhibit 2.10

Number of Projects Reporting, by Areas in Need of Technical Assistance

	No Need	Some Need	Great Need
Support Services			
Solving transportation problems	4	1	2
Handling social or health problems	2	5	0
Maintaining balance of educational and support services	3	4	0
Evaluation			
Being validated by the NCFL's National Family Literacy Program	0	5	2
Applying for validation by the Program Effectiveness Panel (PEP)	1	4	2
Conducting a local evaluation	4	1	2
Complying with the national evaluation requirements	1	5	1
Administering and scoring assessment instruments	3	3	1

Recruitment Strategies

Projects were presented with a list of recruitment strategies commonly used by Even Start projects and asked to indicate how often they used each strategy: not used; used little; used some; or used a great deal (Exhibit 2.11). Of the seven projects, five or more projects reported using the following strategies some or a great deal: word of mouth; collaborating agencies; home visits; referrals from Head Start, other preschool programs, or community/government agencies; and posters and flyers.

Exhibit 2.11

Number of Projects Using Special Recruitment Strategies

Recruitment Strategy	Not Used	Used Little	Used Some	Used a Great Deal
Referrals by community or governmental agencies	0	2	0	5
Word of mouth	0	0	3	4
Collaborating agencies	1	0	2	4
Home visits	1	1	1	4
Referrals by Head Start or other preschool program	0	2	2	3
Posters or flyers	0	1	4	2
Walking the neighborhood	1	2	2	2
Presentations or visits to community agencies	1	2	2	2
Telephone contact	1	1	4	1
Targeted mailings	2	2	2	1
Mass media	2	2	3	0
Public school referrals (e.g., Title 1)	0	5	2	0

Note: The numbers for this table are based on 7 tribal projects.

Recruiting the number of eligible families that each project intends to serve does not appear to be a problem, either major or minor, for the majority of tribal Even Start projects. In fact, four of the seven projects reported having to deny eligible families entry into the program or to place families on a waiting list until spaces became available. These projects reported a variety of reasons for denying services such as: parent having completed high school or passed GED exam before applying to Even Start and family living outside the program target area.

Intensity of Educational Services

In order to assess the intensity of the educational services provided by Even Start projects, we asked project directors to report the following: (1) scheduled contact times per month; (2) hours per month; (3) number of months per year; and (4) hours per month that services are provided in participants' homes. These data were to represent the service delivery schedules for a typical family, not any specific family.

This was a complex set of questions since many educational activities are intended to serve more than one purpose. For example, adult education classes could incorporate topics that are relevant to parenting education. The projects were instructed to "double-count" the hours of instruction that serve multiple purposes. Thus, if a project provides families two hours per month of parent-child activities during home visits, those two hours could count toward both parenting education and early childhood education.

For the adult education component, the scheduled contact hours were, on average, five times per month, 10 months out of the year (see Exhibit 2.12).

The average number of hours of instruction per month for adult education was 10 hours. These figures translate to between 2 and 3 hours per week that the typical parent was expected to spend receiving adult education instruction. A portion of this time, about 3 hours per month, was scheduled to be spent in families' homes as part of the home-based education component.

Parents were offered considerably less time in parenting education than in adult education. Parenting education was offered an average of seven times per month, combining the activities for parents alone and for parents and children together. The two types of parenting education activities averaged 10 hours per month and were held 9 months out of the year. These averages amount to only 47 hours per year for activities for parents alone and 67 hours for activities for parents and children together. Finally, approximately 2 to 3 hours out of the 3 to 4 hours in each type of parenting education activity were intended to occur in participants' homes.

Early childhood education had the largest number of scheduled contact hours, with scheduled instruction hours for ages 3 and 4 to be 339 hours per year. Children under age 3 were offered an average of 116 hours of educational services.

Data for scheduled contact hours for children age 5 and older may be inaccurate. The data indicate that, on average, Even Start services for these children are limited to 6-7 months of a year, in two sessions per month, totaling 25 hours per month.

The most striking finding about the intensity of educational services at the seven tribal projects is that the scheduled hours are substantially lower across all educational components compared to the average hours across all Even Start projects.

Exhibit 2.12

Average Scheduled Contact Hours Offered by Tribal Even Start Projects, by Education Area

Education Area	Number of Projects Reporting	Number of Times Per Month	Number of Hours per Month	Duration of Instruction in Months	Hours per Month Services Are in Home-Based Setting	Hours per Year per Participant (See note)
Adult Education						
Beginning ABE (0-4)	7 projects	5 times	10 hours	10 months	3 hours	**112 hours** (341)
Intermediate ABE (5-8)	7	5	10	10	3	**112** (351)
ASE/GED Preparation (9-12)	7	5	10	10	3	**112** (367)
ESL	7	0	0	0	0	**0** (311)
Parenting Education						
Parent alone	6	3	4	8	3	**47** (99)
Parent and child together	6	4	6	9	2	**67** (96)
Early Childhood Education						
Under age 3	7	6	11	10	3	**116** (350)
Age 3 and 4	7	8	33	9	2	**339** (489)
Age 5	7	2	25	7	2	**275** (519)
Age 6 and 7	7	2	25	6	2	**275** (557)

Note: The average hours per year per participant for all Even Start projects are indicated in parentheses for comparison.

Projects were asked to indicate how many hours each month a typical family spends in parent-child joint activities in each of three settings: (1) home visits; (2) center or classroom; and (3) field trips, meals, or other social functions. On average, the tribal projects offered 2-3 hours of joint parent-child activities in the home, center or classroom, and extracurricular activities (Exhibit 2.13).

Exhibit 2.13

Hours Per Month a "Typical Family" Spends in Parent-Child Activities, by Setting

Structured Settings	Number of Tribal Projects Reporting	Tribal Projects' Hours Per Month	All Even Start Projects' Hours Per Month
Home visits	7	2	3
Center or classroom	7	3	8
Field trips, meals, or social functions	7	2	4

Project directors were also asked to indicate how many hours per month adult education was combined with parenting education for a typical family in their projects. Integration of these two education components occurred, on average, 3 hours per month (Exhibit 2.14).

Exhibit 2.14

Average Hours Per Month that Adult Education is Combined with Parenting Education

Adult Education Components	Number of Tribal Projects Reporting	Tribal Projects' Hours Per Month	All Even Start Projects' Hours Per Month
Beginning ABE (0-4)	7	3	12
Intermediate ABE (5-8)	7	3	11
ASE/GED preparation (9-12)	7	3	12
ESL	7	<1	11

Again, compared to all Even Start projects, the hours of educational services at the seven tribal projects were consistently lower.

Parenting Education Activities

Projects were presented with a list of topics and issues commonly addressed in parenting education activities and asked to indicate whether they address each of these topics with: most families; some families; few families; or no families (Exhibit 2.15). Most of the seven tribal projects indicated that they address most of the topics listed with most of their families. In particular, the following topics are taught to most families by six to seven tribal Even Start projects: information on community and social services; health and nutrition; child development; child's safety and well-being; parent self-esteem; parent-child literacy; and information on vocational and education opportunities.

Exhibit 2.15

Number of Tribal Projects Providing Various Types of Parenting Education Activities

Parenting Education Activities	Most Families	Some Families	Few Families	Not Taught
Awareness of community and social service	7	0	0	0
Health and nutrition	7	0	0	0
Child development	6	1	0	0
Child's safety and well-being	6	1	0	0
Parent self-esteem	6	1	0	0
Parent-child literacy	6	1	0	0
Awareness of vocational and education opportunities	6	0	1	0
Child's language & thinking skills	5	2	0	0
Child's motor skills	5	2	0	0
Child's social skills	5	2	0	0
Behavior management	5	2	0	0
Parent life skills	5	1	1	0
School routines	4	2	1	0
Assisting with homework	1	4	1	1
Using TV or outings for instruction	1	3	1	2

The projects were asked how frequently activities involving the parent and child together were used in their program (Exhibit 2.16). Of the seven tribal projects, five to six projects offered most of their families the following activities: reading, storytelling, prereading; social development; health and nutrition; early academic skills; gross motor activities; independence, self-discipline, self-help skills. Overall, most of the activities were offered to at least some families by most of the projects, with the exception of computer activities and activities led by children.

Exhibit 2.16

Number of Projects Offering Various Parent-Child Activities

Activity	Most Families	Some Families	Few Families	Not Taught
Reading, storytelling, prereading	6	1	0	0
Social development	6	1	0	0
Health and nutrition	6	1	0	0
Early academic skills	5	2	0	0
Gross motor activities	5	1	0	1
Independence, self-discipline, self-help skills	5	1	1	0
Arts and crafts	4	3	0	0
Working with letters and writing	4	2	1	0
Working with numbers	4	2	1	0
Sensory stimulation	4	2	0	1
Language development	4	1	2	0
Activities selected and led by child	2	1	4	0
Computer activities	1	0	2	4

Contents of Adult Education Activities

Exhibit 2.17 summarizes Even Start adult basic education services: (1) the amount of functional literacy that was incorporated in the primary instructional approach and (2) the context in which instruction was presented. Most of the tribal projects included little or no functional literacy in their beginning adult basic education instruction. In their secondary/GED classes, however, most of the projects reported using mostly functional literacy in their instruction.

We also asked project directors to describe their adult basic education services in terms of three broad categories of instructional contexts: life skills; vocational; and parenting. Because projects could frame instruction in more than one way within each programmatic component, project directors were asked to select all applicable contexts.

The tribal Even Start projects employed a combination of instructional contexts across the four education levels. In general, life skills and parenting were commonly used as contexts for adult education instruction. Six of the seven projects reported using vocational as context for the secondary education curricula.

Exhibit 2.17

Characteristics of Adult Basic Education Services
(Number of Tribal Projects)

	Adult Education Components		
Primary Instructional Approach	**Beginning ABE (0-4)**	**Intermediate ABE (5-8)**	**ASE/GED (9-12)**
Mostly functional literacy	0	2	6
Some functional literacy	1	5	0
Little or no functional literacy	6	0	0
Instructional Context	**Beginning ABE (0-4)**	**Intermediate ABE (5-8)**	**ASE/GED (9-12)**
Life Skills	5	5	4
Vocational	2	2	6
Parenting	4	5	5

Note: The numbers for this table are based on data reported by 7 tribal projects.

Projects were asked how they worked with parents during the preparation period before the parents fully engaged in adult education and parenting education. Most projects conducted home visits, orientation sessions, and/or social functions as preparation for the transition (Exhibit 2.18).

Exhibit 2.18

Number of Tribal Projects That Provide Preparatory Activities Before Initiating Adult and Parenting Education

	Number of Projects
Conduct home visits	6
Conduct orientation sessions	5
Invite to social functions	5
Invite to field trips or other outings	4
Begin parenting education first	3
No preparation period before adult education and parenting education	2
Begin adult education first	1
Other	1

Note: The numbers for this table are based on 7 tribal projects.

Integration of Services

A series of questions paired each of the three core service areas--(1) Parenting Education and Adult Education, (2) Parenting Education and Early Childhood Education, and (3) Adult Education and Early Childhood Education--and asked project directors to rate the extent to which each pair of core services was integrated for their "typical family." Integration of services was operationalized as the frequency with which two core services were: (1) provided in the same setting, e.g., the same room or building; (2) taught by the same instructors; (3) used the same or parallel activities; and (4) planned or coordinated for parents and children together. Exhibit 2.19 displays the results for each measure of service integration.

Of the three education components, the highest degree of integration was reported between parenting and early childhood education. The common strategies for integrating these components were to conduct activities in the same setting and/or by same instructors. These results may reflect the heavy reliance on home-based instructions among tribal projects.

Exhibit 2.19

Level of Integration of Even Start Core Services

	Parenting & Adult Education			Parenting & Early Childhood Education			Adult & Early Childhood Education		
Nature of Integration	Never	Some-times	Always/ Usually	Never	Some-times	Always/ Usually	Never	Some-times	Always/ Usually
Same setting	1	1	5	0	3	4	2	4	1
Same instructors	1	3	3	0	2	5	1	3	3
Same or parallel activities	2	2	3	0	5	2	1	5	1
Joint activities	1	2	4	0	6	1	1	2	4

Note: The numbers for this table are based on data reported by 7 tribal projects.

Collaboration with Other Agencies

Projects were asked who is primarily responsible for delivering various components of core education services to participants—staff paid with Even Start funds, staff paid by one of the agencies collaborating with Even Start, or staff from both. The instructors were considered as Even Start staff if any portion of their salaries was paid for with Even Start funds.

Among tribal Even Start projects, most of the adult education classes were conducted by Even Start staff or by both Even Start and collaborating agency staff. In contrast, the majority of the parenting education and ECE staff were primarily funded by Even Start, particularly ECE for children under age 3 (Exhibit 2.20).

Exhibit 2.20

Number of Tribal Projects Using Even Start and Collaborating Agency Staff in Core Educational Services

	Even Start	Other Agency	Both	Neither
Adult Education				
Beginning ABE (0-4)	3	1	3	0
Intermediate ABE (5-8)	3	1	3	0
ASE/GED preparation (9-12)	3	1	3	0
ESL	0	0	0	5
Parenting Education	5	0	1	0
Early Childhood Education				
Under age 3	7	0	0	0
Age 3 and 4	2	0	5	0
Age 5	2	0	4	1
Age 6 and 7	0	1	5	1

Note: The row totals do not add up to 7 where some projects did not answer the question.

Support Services that Families in the Tribal Even Start Projects Need

Project directors were asked to indicate whether "all," "many," "few," or "none" of their project families were in need of 14 categories of support services. Exhibit 2.21 displays the number of tribal projects responding to the level of need for each type of support services.

The needs for transportation, child care, employment assistance, and nutrition assistance were most prevalent among families in the tribal Even Start projects.

Exhibit 2.21

Number of Projects, by Families' Need for Support Services

Support Services	All Families	Many Families	Few Families	None
Transportation	3	3	1	0
Child care	3	3	1	0
Employment assistance	2	4	1	0
Nutrition assistance	2	3	2	0
Housing	2	2	3	0
Family support	2	1	4	0
Financial assistance	2	1	3	1
Meals	1	3	3	0
Health care	1	2	4	0
Mental health	1	1	5	0
Crisis intervention	1	1	5	0
Case management	1	1	4	1
Special care for person(s) with disabilities	0	0	7	0
Translators or interpreters	0	0	0	6

Note: The row total for "Translators or interpreters" does not total 7 because one project did not respond to that question.

Section Three

Characteristics of Families in Tribal Even Start Projects

This section describes the social and economic characteristics of families that enrolled in the tribal Even Start projects during the program year 1994-95. This was the first program year in which family data were collected for the current national evaluation. In most Even Start projects, there were families that continued from previous years as well as new families that enrolled during this program year. Although some projects collect basic demographic information on all new families at the time of intake, we could not ensure the uniformity and accuracy of such information on "continuing families" across all projects. Thus, for the purpose of the national evaluation, we asked projects to report family intake data only on new families using the common data collection instrument. This section presents the characteristics of families at the time of intake.

This section addresses the following topics:

- Ethnic backgrounds of families in tribal Even Start projects;
- Family structure and size;
- Parents' education backgrounds;
- Parents' employment status at intake;
- Family economic characteristics; and
- Non-Even Start services families received.

Ethnic Backgrounds of Parents and Children

As expected, most of the adults in the tribal Even Start projects were American Indian (74 percent). Twenty-six percent represented ethnic groups other than American Indian: 15 percent were Caucasian, and 5 percent were Hispanic, and 5 percent were African American (Exhibit 3.1).

Similarly, 77 percent of the children were American Indian. However, 10 percent were Caucasian; 8 percent were African American, and Hispanic children made up 6 percent of this population.

It should be stressed that participant information presented in this report refers to families enrolled in the seven tribal Even Start projects, **NOT** necessarily to all American Indian Even Start families. In 1994-95, roughly 25 percent of all American Indian families in the Even Start program nationwide were participants of the seven tribal projects included in this report. Most of the remaining American Indian families participated in state-administered projects or migrant Even Start projects.

Exhibit 3.1

Ethnic Backgrounds of Families in Tribal Even Start Projects

	Parents		Children	
	Percent	**Number**	**Percent**	**Number**
Hispanic	5%	10	6%	18
Caucasian	15%	33	10%	31
African American	5%	11	8%	27
Asian	1%	1	0%	0
American Indian	74%	160	77%	249
Total	100%	215	100%	325

Family Structure and Size

Only 29 percent of the families who enrolled in the seven tribal projects in 1994-95 were headed by couples at the time of intake; 60 percent were single-parent families; and 10 percent represented extended families (Exhibit 3.2).[5] A much higher percentage of families at tribal Even Start projects are headed by single parents compared to the universe of Even Start families (39 percent).

Exhibit 3.2

Percent (Number) of Families, by Family Structure

Single-parent family	60%	(73)
Two-parent family	29%	(35)
Extended family	10%	(12)
Other	1%	(2)
Total	100%	(122)

The average size of the families in the tribal Even Start projects was five, with an average of about two children within the Even Start eligible age (birth to 8 years). Typically, these families also had 1 additional child between the ages of 8 and 15 and 1-2 adults (Exhibit 3.3).

Exhibit 3.3

Average Family Size

	Mean	Standard Deviation
Children below the age of 8 years	1.8	0.9
Children aged 8 through 15 years	1.2	0.8
Persons aged 16 or older	1.5	0.8
Total number in the household	4.6	1.5

[5] The case study findings presented in the *Report on Even Start Projects for Indian Tribes and Tribal Organizations* (February 1997) indicate that two-parent families may be more prevalent in some tribal Even Start projects than the average percentage reported here based on the national evaluation data across seven tribal projects.

Parents' Education Backgrounds

A very small percentage (2 percent) of parents enrolled in the tribal Even Start projects with no previous schooling or only an elementary school education (up to 6th grade). Almost one-half of parents at these projects (47 percent) had reached 10th-12th grades (Exhibit 3.4). Further, 26 percent of parents had attained high school diplomas or GED.

The education history of parents enrolling in tribal Even Start projects was substantially higher compared to all Even Start parents. The national Even Start data showed that 41 percent of parents had reached 10th through 12th grade, and 16 percent had completed high school.

Almost all (98 percent) of these parents had completed most of their formal education in the United States (Exhibit 3.5).

Exhibit 3.4

Percent (Number) of Parents, by Education Background

No education - 6th grade	2%	(3)
7th - 9th grade	25%	(32)
10th - 12th grade	47%	(60)
High school diploma/GED	17%	(21)
Beyond high school	9%	(11)
Total	100%	(127)

Exhibit 3.5

Percent (Number) of Parents, by Where They Received Formal Education

Educated in U.S.	98%	(125)
Not educated in U.S.	2%	(3)
Total	100%	(128)

Parents' Employment Status at Intake

Only 16 percent of parents in the tribal Even Start projects were employed at the time of enrollment. This is almost half as low as the national Even Start figure of 27 percent. Of those who were employed, one-half had full time jobs (Exhibit 3.6).

Exhibit 3.6

Percent (Number) of Parents, by Type of Employment

Full-time Job	53%	(11)
Part-time Job	33%	(7)
Job Training Program	14%	(3)
Total	100%	(21)

Note: The percentages are based on a very small number of parents who were employed at the time of enrollment.

As Exhibit 3.7 shows, of the parents who were not employed at the time of enrollment, 52 percent were enrolled in school, and 10 percent were seeking employment.

Exhibit 3.7

Percent (Number) of Parents Who Were Not Employed, by Employment Plans

Enrolled in school	52%	(52)
Retired or disabled	3%	(3)
Currently seeking employment	10%	(10)
Not currently seeking employment	34%	(34)
Total	100%	(99)

Note: The percentages are based on the parents who were not employed at the time of enrollment.

Family Economic Characteristics

Eighty-seven (87) percent of families enrolling in tribal Even Start projects had annual incomes of less than $15,000 at the time of intake (Exhibit 3.8). With the average family size of five, this is well below the poverty level. A majority of families reported severely low income; 69 percent earned and/or received annual incomes of less than $9,000. The percentage of families in this income range was greater compared to 57 percent of all Even Start families who were in this income range.

Exhibit 3.8

Percent (Number) of Families Enrolling in Tribal Even Start Projects, by Annual Income

Under $9,000	69%	(67)
$9,000 - $11,999	12%	(12)
$12,00 - $14,999	6%	(6)
$15,000 or More	12%	(12)
Total	100%	(97)

At the time of intake, only 26 percent of families reported that wages from a job were their primary source of income, and 65 percent reported government assistance as the main source of income (Exhibit 3.9). In contrast, 46 percent of all Even Start families reported wages as the primary source.

Exhibit 3.9

Percent (Number) of Families in Tribal Even Start Projects, by Primary Income Source

Wages from a job	26%	(31)
Alimony or child support	1%	(1)
Government assistance (e.g., AFDC)	65%	(78)
Other	8%	(9)
Total	100%	(119)

Non-Even Start Services Families Received

New families were asked what education and support services they had received prior to, and at the time of, enrolling in Even Start. In the seven tribal Even Start projects, the percentage of families that had received welfare (67 percent) was much higher than among all Even Start families (44 percent). In general, only a small percentage of families had received non-Even Start social services (Exhibit 3.10). However, a sizable portion of parents in these families had attended employment training (27 percent) and adult secondary education services (30 percent) prior to Even Start, much greater than the comparable percentages of 6 percent and 16 percent, respectively, for all parents enrolling in Even Start in 1994-95.

Exhibit 3.10

Social or Education Services That Parents Received: Percent (Number) of Parents

	Before Even Start		At Time of Intake	
Welfare	67%	(91)	67%	(90)
Employment Training	27%	(36)	21%	(28)
Vocational Education	4%	(5)	2%	(3)
Vocational Rehabilitation	0%	(0)	0%	(0)
Beginning Adult Basic Education (Grades 0-4)	2%	(3)	N/A	N/A
Intermediate Adult Basic Education (Grades 5-8)	1%	(1)	N/A	N/A
Adult Secondary Education (Grades 9-12) or GED Preparation	30%	(41)	N/A	N/A
ESL	1%	(1)	N/A	N/A

Note: Total N=135. " N/A" indicates that data were not collected regarding non-Even Start education services at the time of intake.

Prior to Even Start, some of the children had participated in some type of early childhood education (ECE) programs, such as Head Start (17 percent) and other preschool or infant/toddler programs (11 percent) (Exhibit 3.11). However, for 59 percent of children enrolling in tribal Even Start projects, Even Start was the only source of education services at the time of intake.

Exhibit 3.11

Percent of Children Participating in Non-Even Start Education Programs Before and at Time of Enrolling in Even Start

	Before Even Start	At Intake
Head Start	17%	10%
Title I preschool	0%	0%
Early intervention, early childhood special education	2%	3%
Other preschool or infant/toddler program	11%	10%
Kindergarten	7%	5%
Primary school (Grades 1-3)	5%	7%
None	62%	59%

Section Four

Participation Outcomes of Families Attending the Tribal Even Start Projects

This section describes the extent of participation in Even Start education services by parents and children in the tribal Even Start projects. Participation data were collected for new and continuing families. This section addresses the following topics:

- Number of home visits made to families;
- Extent of parents' participation in adult education and parenting education services;
- Hours of participation in adult and parenting education;
- Extent of children's participation in early childhood education services;
- Types of support services received by families;
- Prevalence of children with special needs;
- Extent of retention and successful completion of Even Start services;
- Parents' education status at year end; and
- Parents' employment status at year end.

Home Visits Made to Families

On average, families in the seven tribal Even Start projects participated in 10 home visits during the 1994-95 program year, a little less than once a month. This average is slightly higher than the national Even Start average of 9 home visits. The number of home visits across families ranged widely from none at all to 47 during the year. The top 25 percent of families had 16 or more visits during the year, and the bottom 25 percent had one or fewer visits.

Extent of Participation in Adult Education and Parenting Education

The basic Even Start model stipulates that at least one parent and one child per family participate in all three core services: adult education, parenting education, and early childhood education. Most parents (96 percent) at these tribal Even Start projects participated in parenting education activities, compared to 88 percent of all Even Start parents.

Only 1 percent of parents at these projects did not participate in core education services (Exhibit 4.1), compared to 8 percent of all Even Start parents. A majority (62 percent) of parents attended secondary education activities; 12 percent participated in intermediate adult basic education classes. These percentages are consistent with relatively high education experiences of parents prior to enrolling in Even Start. In comparison, 42 percent of all Even Start parents participated in secondary adult education and GED preparation courses.

Exhibit 4.1

Percent (Number) of Parents in tribal Even Start Projects Who Participated in the Core Even Start Services

Parenting Education	96%	(210)
Beginning Adult Basic Education (Grades 0-4)	4%	(8)
Intermediate Adult Basic Education (Grades 5-8)	12%	(27)
Adult Secondary Education (Grades 9-12) or GED preparation	62%	(134)
ESL	0%	(0)
None	1%	(2)

Note: Total N=217. Each parent could participate in one or more services.

Hours of Participation in Adult and Parenting Education

Including two parents who reported zero hours of participation, the average hours of participation in adult education for parents in the seven tribal Even Start projects was 27 hours during the 1994-95 program year (Exhibit 4.2). On average, these parents participated in parenting education 29 hours during the 1994-95 program year.

The average participation hours in adult education for parents at these projects were considerably lower than the national Even Start average of 92 hours.

Exhibit 4.2

Average Hours of Participation in Adult and Parenting Education: Parents in Tribal Even Start Projects and All Even Start Parents

	Parents in Tribal Projects		All Even Start Parents	
	Include Non-Participants	Participants Only	Include Non-Participants	Participants Only
Adult Education	27	27	92 hrs	100 hrs
Parenting Education	29	30	30 hrs	32 hrs

Note: Total N = 164 for parents in tribal Even Start projects and 24,621 for all parents. Non-participants are parents who reported zero hours of participation; participants are parents who reported one or more hours of participation.

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Extent of Participation in Early Childhood Education

Overall, 95 percent of 345 children enrolled in the seven tribal Even Start projects, and for whom we received participation data, took part in some form of early childhood education services sponsored by Even Start. As shown in Exhibit 4.3 the most common types of ECE services were: individualized, home-based programs (60 percent), followed by structured, center-based programs (40 percent). (The percentages in Exhibit 4.3 total more than 100 percent because projects could report more than one type of program for each child.)

Only 5 percent of the children were reported to have received no ECE services. This compares favorably to the finding that 11 percent of all Even Start children did not participate in any early childhood education services in 1994-95.

Exhibit 4.3

Percent (Number) of Children in Tribal Even Start Projects Participating in Early Childhood Education Programs

Organized, center-based ECE	40%	(138)
Individualized, home-based ECE	60%	(207)
Day care with educational component	7%	(24)
Services for school-age children outside school hours	5%	(18)
Compulsory schooling (K-3) coordinating with Even Start	14%	(47)
None	5%	(18)

Note: Total N=345.

The extent of children's participation was assessed by asking how many months they participated in early childhood education programs. Over one-third (37 percent) of the children participated for only 1 to 3 months; another 23 percent participated 4 to 6 months (Exhibit 4.4). Only 40 percent of the children participated for over 6 months, while the comparable percentage was 52 percent for all Even Start children.

Exhibit 4.4

Percent of Children, by Months of Participation in Early Childhood Education

	Children in Tribal Even Start Projects	All Even Start Children
1 - 3 months	37%	29%
4 - 6 months	23%	20%
7 - 9 months	21%	26%
10 - 12 months	19%	26%
Total	100%	100%

Support Services Parents and Children Received

The Even Start basic model stipulates provision of support services to allow parents and children to benefit fully from the education opportunities made available through the program. As shown in Exhibit 4.5, the support services most commonly received by parents in the seven tribal Even Start projects were: family support (60 percent); transportation (54 percent); social services (46 percent); and child care (41 percent). Only 18 percent of the parents received no support services.

A larger percent of parents in these projects received transportation, employment assistance, family support, health care referrals, and social services compared to parents across all Even Start projects. On the other hand, parents and children in tribal Even Start projects required less child care than all Even Start parents and children, presumably due to greater availability of child care resources in the American Indian families and communities compared to families and communities nationwide.

Almost one-third (30 percent) of children in the seven tribal Even Start projects received no support services.

Exhibit 4.5

Percent of Parents and Children Receiving Support Services

	Parents		Children	
	Tribal Even Start Projects	All Even Start Projects	Tribal Even Start Projects	All Even Start Projects
Transportation	54%	45%	51%	44%
Child care	41%	53%	38%	48%
Meals	34%	39%	40%	47%
Employment assistance	34%	18%	N/A	N/A
Counseling	N/A	N/A	23%	11%
Family support	60%	39%	N/A	N/A
Health care referral, screening	34%	27%	37%	27%
Social services	46%	34%	N/A	N/A
Translator, interpreter	0%	14%	0%	10%
None	18%	16%	30%	23%

Note: "N/A" indicates the types of support services that were assessed only for parents or children, but not both.

Number of Children with Special Needs

A relatively small percentage of children in tribal Even Start projects (9 percent) were reported to have special needs. As shown on Exhibit 4.6, among the children identified with special needs, the three most common types of needs were: speech/language impairment (72 percent); developmental delays (44 percent); and specific learning disabilities (31 percent).

Exhibit 4.6

Number and Percent of Children with Special Needs, by Type of Needs

	Number	Percent
Speech/language impairment	23	72%
Developmentally delayed	14	44%
Specific learning disability	10	31%
Serious emotional disturbance	2	6%
Hearing impairment	1	3%
Visual impairment	0	0%
Orthopedic impairment	0	0%
Mental retardation	0	0%
Other	0	0%

Note: The percentages are based on 32 children identified with special needs.

Patterns of Retention

We examined the patterns of retention in the program through analyses of the following data:

- Whether or not each family was still participating at the end of the 1994-95 program year;
- If a family had exited the program during the year, the specific reasons for termination; and
- For the families that exited, whether they had completed their educational goals or exited due to "negative reasons" such as failure to attend scheduled educational activities.

The results of analyses using these measures of retention and termination are presented below.

At the end of the 1994-95 program year, 71 percent of families in the seven tribal Even Start projects were continuing participation (Exhibit 4.7). This is a much higher percentage than the 64 percent for all Even Start families, suggesting that the relatively more self-contained tribal communities enhance the families' retention potential.

Exhibit 4.7

Percent (Number) of Families in Tribal Even Start Projects Continuing Participation at Year End

Continuing participation	71%	(149)
No longer participating	29%	(62)
Total	100%	(211)

Of the 62 families that were not continuing, 10 percent had met or completed their goals (Exhibit 4.8). An additional 21 percent terminated due to parents' securing employment that prevented the families' participation. Almost one-half of the terminations were due to negative reasons: 11 percent due to lack of interest, 5 percent due to poor attendance records, and 31 percent due to family problems and crises preventing participation. However, since the retention rates in these projects were remarkably high, the families exiting for negative reasons amounted to a small percentage of all families in these projects.

Exhibit 4.8

Percent (Number) of Families Who Terminated from Tribal Even Start Projects, by Reason for Termination

Met planned goals	10%	(6)
Switched to different program	0%	(0)
Moved out of the area served by the Even Start project	18%	(11)
Lack of interest	11%	(7)
Incomplete participation or poor attendance	5%	(3)
Parent(s) found employment that prevents further participation	21%	(13)
Family crisis prevents further participation	5%	(3)
Conflicts or problems prevented continued participation	26%	(16)
Other reason	3%	(2)
Reason unknown	2%	(1)

Note: Percentages are based on 62 families that exited the program.

Parents' Education Status at Year End

As shown in Exhibit 4.9, 22 percent of parents in tribal Even Start projects had received a high school diploma or GED prior to enrolling in Even Start. However, 8 percent succeeded in obtaining these credentials since enrollment; 45 percent of parents worked toward GED; and another 13 percent took the GED test during the program year. Only 9 percent of parents indicated that GED was not a current goal, compared to 36 percent of all Even Start parents reporting this status.

Exhibit 4.9

Percent (Number) of Parents in Tribal Even Start Projects, by Educational Status at the End of the Year

	Percent	Number
Has been working toward a diploma or GED	45%	(95)
Received high school diploma, GED, or equivalent prior to Even Start	22%	(47)
Has taken the GED tests but has not completed them or passed yet	13%	(28)
GED is not a current goal for this adult	9%	(20)
Has attained a diploma or GED since participating in Even Start	8%	(16)
Has been accepted at a community college, college, or university	3%	(7)
Total	100%	(213)

Parents' Employment Status at Year End

Twenty-five percent of parents in tribal Even Start projects were employed at year end, in either a full-time or part-time job or through a job training program (Exhibit 4.10). A total of 46 percent of parents were unemployed but were either looking for work or enrolled in a vocational or education program.

Exhibit 4.10

Percent (Number) of Parents in Tribal Even Start Projects, by Employment Status at the End of the Year

	Percent	Number
Unemployed, but enrolled in a vocational or education program	41%	(89)
Employed in full-time paying job	14%	(29)
Employed in part-time or seasonal paying job	9%	(19)
Unemployed and looking for work	5%	(10)
Employed through a job training program	2%	(5)
Unemployed, but retired or disabled	1%	(3)
Unemployed and none of the above apply	28%	(59)
Total	100%	(214)